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ABSTRACT

This guide provides teachers with activities that can initiate an awareness of the New York city-wide traffic safety campaign and reinforce safety education. It contains the following: (1) background information on safety rules for teachers; (2) curriculum topics that can include traffic safety issues; (3) class- and school-wide activities for elementary and secondary levels; (4) activities for early childhood; (5) student activity sheets with student objectives and suggestions to the teacher; and (6) a questionnaire with which teachers may evaluate the activates provided. Topics covered include crossing streets, hand signals for bicyclists, traffic signs, pedestrian casualties, and drunk driving. (PS)

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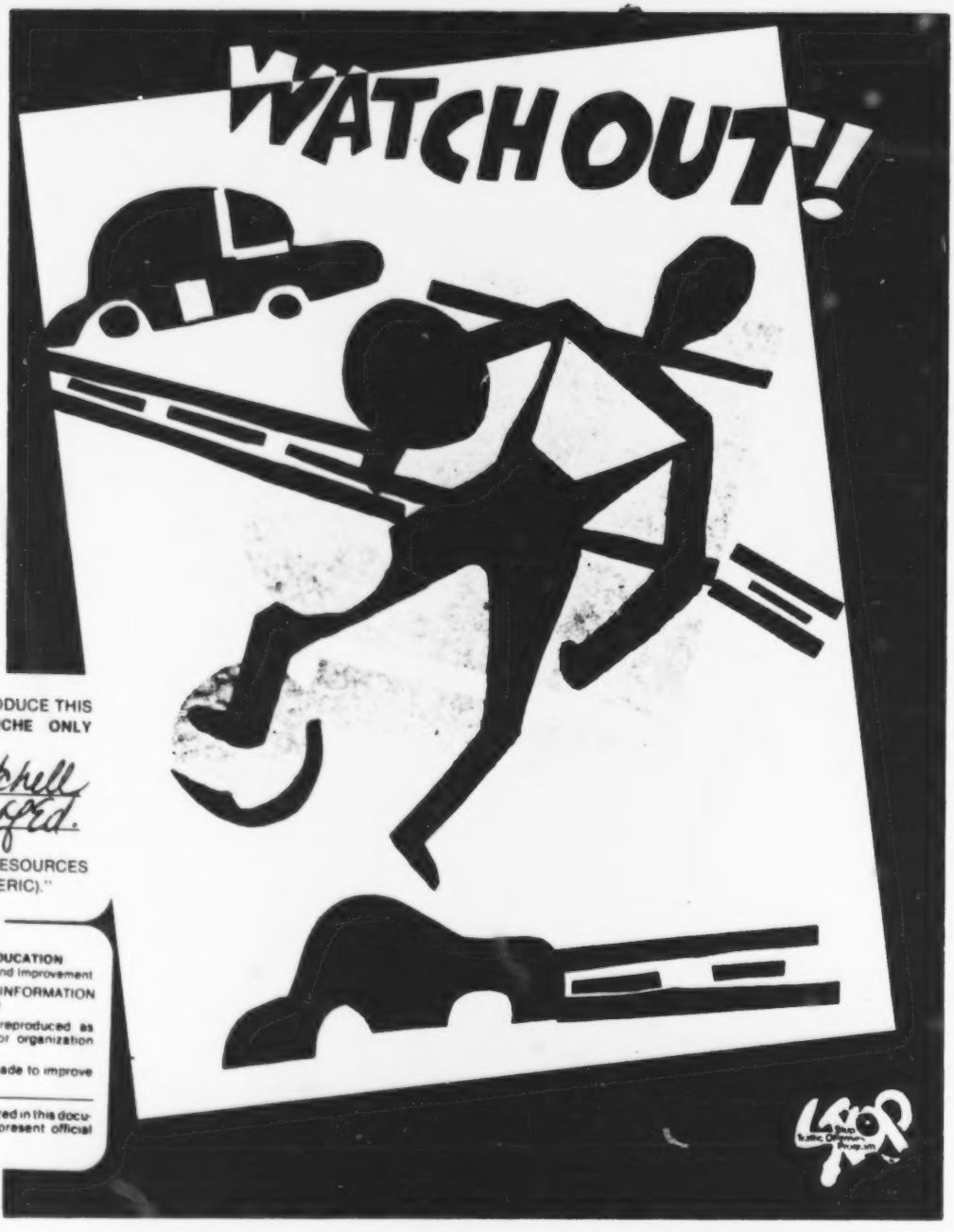


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# A Teacher's Guide to Traffic Safety

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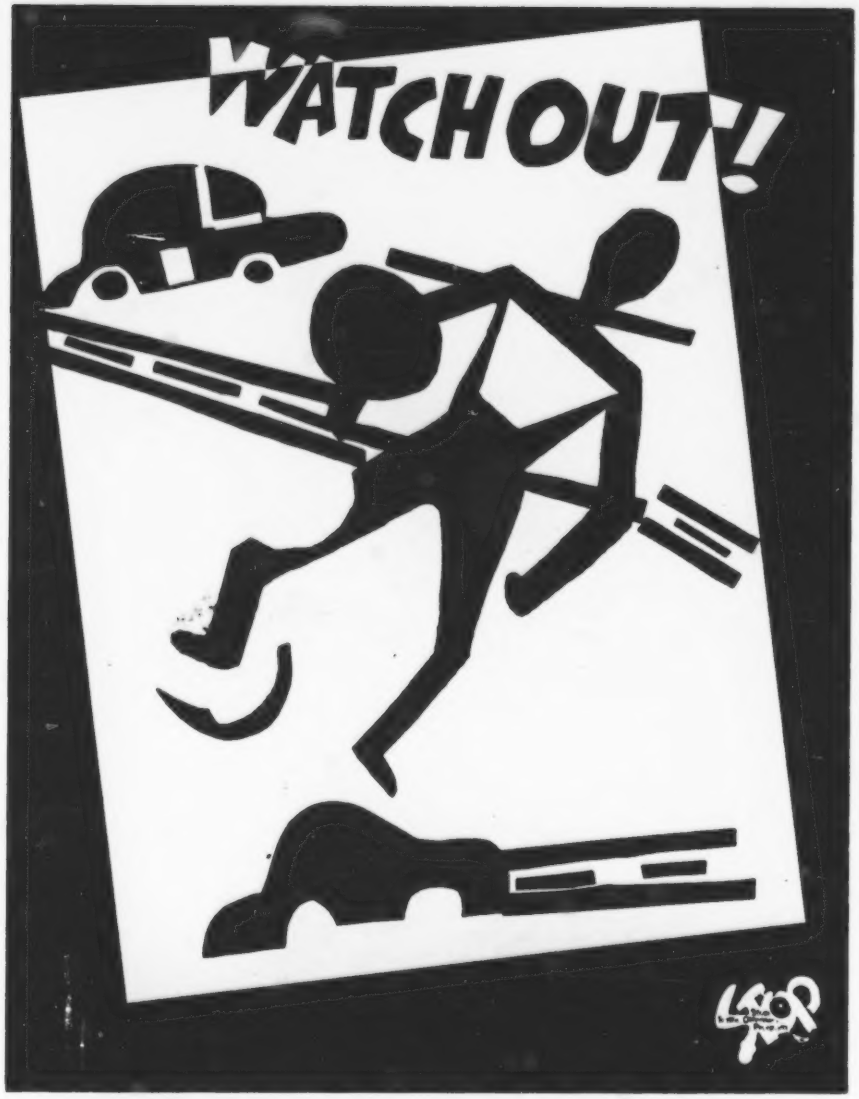


**A Teacher's Guide to Traffic Safety**

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# A Special Note

Traffic safety has always been an important part of the curriculum for New York City Public Schools. Today it is crucial for our students not only to practice safety, but also to understand that drivers may not always keep the rules. While all of us need to increase our watchfulness, pedestrian casualties vary with age groups and time of year. Children between the ages of five and nine have the highest accident rate; May and June are the months when the rate of accidents is highest for all age groups. The activities in this guide can be used to initiate an awareness of the current citywide traffic safety campaign and also to reinforce safety education in the spring, the period of greatest risk. It is our hope that this guide will help our young people learn to **Watch Out** for themselves and for others.

Charlotte Frank

Charlotte Frank, *Executive Director*
*Division of Curriculum and Instruction*

# Safety Education

## (Statutory Authority: Education Law, 297,806)

Sec.
107.1 Safety Education

Section 107.1 Safety Education. Instruction in safety education, including highway and traffic safety, and bicycle safety, shall be given to all pupils in both elementary and secondary grades; such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; as comprehensive plans for safety education shall be organized by local school authorities including highway and traffic safety, bicycle safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and the instruction in safety education shall be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary schools (Grades 1 to 8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (Grades 7 to 9), and not for less than 15 periods, or the equivalent thereof, in each year of the senior high school (Grades 10 to 12).

Sec. Amd. Filed Sept. 27, 1973 Off. Sept. 1, 1973

# Teacher Background: Safety Rules

The same safety rules apply to everyone; however, younger children will need to be taught the basic rules, while the focus with older students is on motivating them to keep the rules by creating a sense of responsibility for their own and others' safety.

## CROSSING SAFETY

***Cross at the GREEN or WALK Signal:*** Never start across after the red DONT WALK starts flashing because this is a signal that the light is about to change. (Note that there is no apostrophe in the sign.)

***Wait*** for the beginning of the green light before crossing.

***Look All Ways Before Crossing:*** Drivers do not always stop for red lights, nor do they always yield to pedestrians. When crossing steets, walk defensively. If you see that the driver is not going to stop, YOU STOP.

***Walk Briskly But Don't Run:*** Signals are set up to give you adequate time to cross. Running across the road may distract you from seeing a traffic hazard.

***Cross at Corners:*** The risk of a serious accident is higher if you cross at mid-block rather than at corners because vehicles move faster at mid-block. Drivers don't expect people to cross there, and pedestrians are often hidden from view by parked cars until it is too late for the driver to stop. Jaywalking is a traffic offense. As a pedestrian, it is your responsibility to obey traffic laws; you may be reprimanded and/or fined for jaywalking.

## LET DRIVERS SEE YOU

***Do Not Dart Out Between Parked Cars:*** Even though drivers are constantly alert, they do not expect someone to dash out into the street from between parked cars.

***Big Trucks — Little People:*** Drivers behind the steering wheel of big trucks cannot see small children crossing directly in front of the cab. Children must be taught to cross several feet away from the cab so drivers can see them.

***Parents — Strollers:*** Parents and older brothers or sisters must keep strollers at their sides while waiting to cross. A stroller sticking out from a parked car often cannot be seen from a car in motion.

***If Walking in the Street, Walk on the Left Side Facing Traffic:*** If you find that it is absolutely necessary to walk in the street because of construction, blocked sidewalks, or sidewalks overgrown with greenery, walk on the left side facing traffic so that you can see oncoming vehicles and can get out of the way into a safe spot.

***If Walking at Night, Wear Something Light or Carry a Light:*** When it is dark, drivers can only see what is in the direct path of their headlights. If you are wearing dark clothing, carry a flashlight.

## PLAY IT SAFE

***Play on the Sidewalk:*** Play on the sidewalk or in the playground or other designated areas where cars or vehicles are forbidden.

***Don't Hitchhike or Accept Rides From Strangers:*** Even though this has been stressed time and again by parents, friends, and teachers, this caveat should be constantly reinforced for obvious reasons.

## BICYCLE SAFETY RULES

1. Drive a *safe* bicycle. Be sure it is in good mechanical condition, with working brakes and horn or bell.

2. Obey all traffic regulations, signs, signals, and markings. A bicyclist is subject to the same fines for violations of the law as motorists.

   - Keep to the *right side* of the road.
   - Ride with traffic, never against traffic.
   - Ride in a single file if there is more than one rider.
   - Ride in a straight line; keep in your lane.
   - Use bike lanes where provided.
   - Use hand turn signals.

left right slow or stop

3. Always give pedestrians the right of way; never block their crosswalks.

4. Keep a safe distance behind moving cars; watch for opening doors on parked cars.

5. Don't show off! Keep both hands on the handlebars.

6. Walk your bicycle across busy streets.

7. If you go biking at dusk or in the evening wear brightly colored clothes and make sure your bicycle has reflectors.

8. Never ride on the sidewalk (unless 12 years old or younger).

9. *Ride defensively.*

## DRIVER AND PASSENGER SAFETY

***Running Red Lights*** increased by a drastic 37% from 1981 to 1982 in New York City. In the 5-year period from 1977 to 1982, 449,109 summonses were issued for red-light offenders in New York City.

The campaign to reduce the offense of running red lights has begun to have some effect. Fines have been increased and stiffer penalties have been imposed with increased violation points and revocation of licenses.

| The new minimum penalties are: | The maximum penalties are: |
|---|---|
| $50 for the first offense | $100 for the first offense |
| $100 for the second offense | $250 for the second offense |
| $250 for the third offense | $350 for the third offense |

Moving violation points are recorded on the driver's license.

***Driving While Intoxicated*** or with impaired ability from drug use is a major cause of accidents. If you're attending a party where alcoholic beverages will be served, don't drive home with someone who has been drinking, and try to convince him or her that drinking and driving don't mix.

***Always Buckle Up:*** Not fastening seat belts is another major problem in driver and passenger safety. The safety advantages of seat belts should be stressed with all age groups, even kindergarten children. A reminder to a child—and even from a child—may be the best motivation for everyone in the car to obey seat belt regulations.

***Keeping Safely Inside the Car*** is a special problem for young children and sometimes for teenagers. Riding with your head out of a window and waving hands and arms at other cars are dangerous practices.

***Exit on the Curb Side:*** When you leave your car, always exit on the curb side.

## DANGEROUS CONDITIONS

***Inclement Weather:*** Drivers and pedestrians should both show extra caution in inclement weather. Rain and snow make it difficult for the driver to see. It is also more difficult to stop because the streets are slippery. Use extra caution when walking in bad weather.

***Walking and Drinking:*** The majority of adult pedestrians under the age of 65 injured while crossing streets have been found to have alcohol in their blood. Anyone who has had a drink needs to take extra care while crossing.

***Keep Your Field of Vision and Hearing Clear:*** If you are carrying a large package, be sure that you can see approaching cars, traffic signs, and lights. If you wear a head phone radio, be sure that you can hear what is occurring around you. It is illegal to drive or ride a bicycle wearing earphones on both ears.

# Integrating Traffic Safety in the Curriculum

The following excerpts are from *Minimum Teaching Essentials* and illustrate the topics in which *Traffic Safety* activities should be included.

### ALL GRADES

**Social Studies**

*Current Affairs*
Current affairs are studied to see the effect on children's lives, and assist in the development of civic responsibility.

**Citizenship**
(Involve students in cooperative projects for community and city problems.)

### KINDERGARTEN

**Health Education**

*Safety and First Aid*
It is important to obey traffic signals. The police officer or school crossing guard directs traffic to help children cross the street safely. Accidents should be reported to an adult.

**Social Studies**

*How Do We Live Together in the School Environment?*
We travel to and from school in many ways. Many people are needed in the school to provide services.

*Work Study Skills*
Diagrams are cooperatively created for classroom, home, route to school. Dates and locations are related to personal experiences. Simple terms of location and direction are used: left, right, top, bottom.

### GRADE 1

**Health Education**

*Safety and First Aid*
There would be fewer accidents on the street if children followed regulations that have been set up for safety. It is important to follow the rules of traffic safety.

**Science**

*Stopping a Moving Object*
When a car comes to a sudden stop, the passengers move in a direction opposite to the direction of the stop. Straps, poles, or safety belts are used for protection.

*Turning Corners*
It is easier and safer to move around a corner slowly rather than rapidly. When a car turns a corner fast, passengers are tilted to the side.

*Safety*
Traffic controls are needed.

**Social Studies**

*People Live in Groups — Family, School, Play and Work Groups*
Various facilities help people — police, fire, hospital.

## GRADE 2

**Health Education**

*Safety and First Aid*

School safety should be practiced regularly in classrooms, halls, and playgrounds.

## GRADE 3

**Health Education**

*Mental Health*

Children should work together cooperatively at school. It is important to understand why there are rules and laws.

*Safety and First Aid*

Carelessness is frequently a factor contributing to accidents. Accidents can be prevented in classrooms, at home, and outdoors by following safety rules.

*Alcohol, Tobacco and Substance Abuse*

Drunkenness and other states of intoxication impair perception and responsiveness in driving and in pedestrian behavior.

**Science**

*Sounds Travel; Sounds Can Be Recorded*

Sounds are part of the system of traffic signals we must obey: honking horns and sirens of police cars, ambulances, and fire trucks. It is important to hear these sounds.

## GRADE 4

**Communication Arts**

Use role-playing as an aid to understanding and clarifying language and situations, and illustrating ideas.

Poetry uses repetition of sounds (assonance, alliteration, rhyme).

## GRADE 5

**Science**

*Work Study Skills*

Road maps are used to chart directions and learn map symbols.

Routes of interest on maps are traced.

**Health Education**

Most accidents can be prevented through the development of good safety habits.

Many children are hurt as pedestrians and bicycle riders; this can be prevented by following specific safety rules.

## GRADE 6

**Health Education**

*Safety and First Aid*

Automobile passengers sometimes contribute to accidents by distracting the driver.

*Alcohol, Tobacco and Substance Abuse*

Excessive drinking and intoxication interfere with one's judgment, coordination and responsiveness.

## GRADE 7

**Communication Arts**

A business letter should be clear, concise and courteous. The business letter should be taught or reviewed as necessary. (Have students write to invite guest speakers, or letters to editor of community or school newspaper on safety issues.)

## GRADE 8

**Health Education**

*Alcohol*

Alcohol abuse and alcoholism affect the individual, the family and the community.

*Safety and First Aid*

Behavior contributing to accidents may be the result of imitation, failure to follow directions, carelessness, or inability to recognize hazards.

**Social Studies**

*Growth and Problems of Urban America*

Rapid growth created many economic and social problems in the cities, which led to the expansion of the suburbs. (Traffic problems in a modern city)

*Work Study Skills*

Road maps and rapid transit maps are interpreted.

## ELEMENTARY GRADES

**Mathematics**

Safety may also be integrated in the mathematics curriculum by creating word problems illustrating good safety practices:

> Three two-door cars and two four-door cars left the parking lot. How many doors should be locked?
>
> There were four passengers in one car and three in another. How many seat belts should be fastened?
>
> At an intersection with a traffic light, six cars and seven trucks were going east and west. Three cars, two bicycles and one truck were going north and south. How many drivers must stop for a red light?

## Class and Schoolwide Activities

### All Levels

1. *Catchy jingles (two lines that rhyme) can serve to remind the public about a product or message.*

   *Write a jingle concerning the need to observe traffic safety rules. Examples:*

   | | | |
   |---|---|---|
   | *Be bright* | *Don't run between* | *Look ahead* |
   | *Watch the light* | *Red, yellow, green* | *And stop on red* |

   *Read the jingles over the public address system in the school.*

2. *Have students draw posters of pedestrian safety rules which will be posted in the school.*

3. *Highlight a safety slogan of the month emphasizing one of the safety rules (Be Street Smart; Walk Defensively). Ask the class to devise a method of publicizing the slogan.*

   *Example:*

   *Mount a schoolwide campaign to get students to follow the rule of the road by keeping to the right when walking through the corridors. Develop slogans with the students such as "*Keep to the right; avoid that run-down feeling.*" Post the slogans all over the corridors as a constant reminder to the students.*

4. *Use either slides or instamatic cameras. Set up safe bicycle riding practices or take pictures to illustrate these practices. Mount these on a bulletin board and display them. If the photos are slides, develop a slide show with an accompanying script and put the show on for assemblies, P.A. meetings, and other interested parties.*

5. *Many people say that the commercials are frequently better than the TV program. Have students select one commercial that they consider super, and adapt or script a commercial to promote pedestrian safety. Working in a small group or with a partner increases interest and creativity.*

6. *Conduct a "Bumper Sticker" campaign. Examples are: People Who Run Red Lights Must Be Stopped; Red Means Stop; Be Street Smart. Advise the students to keep their stickers short, snappy, and eye-catching. Publicize the bumper stickers in the school newspaper, or posters, and on bulletin boards.*

7. *Guest speakers play an important role in stimulating classroom activities and school wide campaigns. Utilize the following as guest speakers: members of the student safety patrol, crossing guards, members of parent groups interested in promoting traffic safety and the community affairs or highway safety representative from the local police precinct.*

   *At the appropriate levels, have the students roleplay how to use the phone to invite a speaker from the local precinct to discuss traffic safety rules. Follow this up with an actual phone call by a student representative, and a written invitation from the class composed in standard business letter form.*

8. *Hold a discussion about school safety patrol. If the students think that the school safety patrol needs beefing-up, or if the students have come up with new ideas to implement the effectiveness of the school safety patrol, the students could draw up a petition. The suggestions should be clearly, succinctly and briefly stated at the heading of the petition. The students should devise a format for the signature sheets, and plan how to collect the signatures. In addition, a covering letter should accompany the petition asking for consideraion of the ideas presented in the petition.*

## Secondary

9. *Set up a Junior Traffic Investigators (JTI) to heighten student awareness of potential traffic hazards in and around the school, and to make recommendations in oral and written reports to the class and student government meetings.*

10. *It has been proposed that a special course in safe driving and courtesy be required of all New York City taxi drivers. Ask students if they feel that a safe pedestrian course should be compulsory for all grade students and at what grade level this should be taught. What should be included in the course? Set up student committees to brainstorm the content of the course and prepare reports to share with the class. The committees should also give thought to ways of publicizing their recommendations.*

11. *To stimulate discussion, ask students a question such as: "How do you think TV affects our attitudes toward traffic safety?" To guide the discussion, further questions might include:*

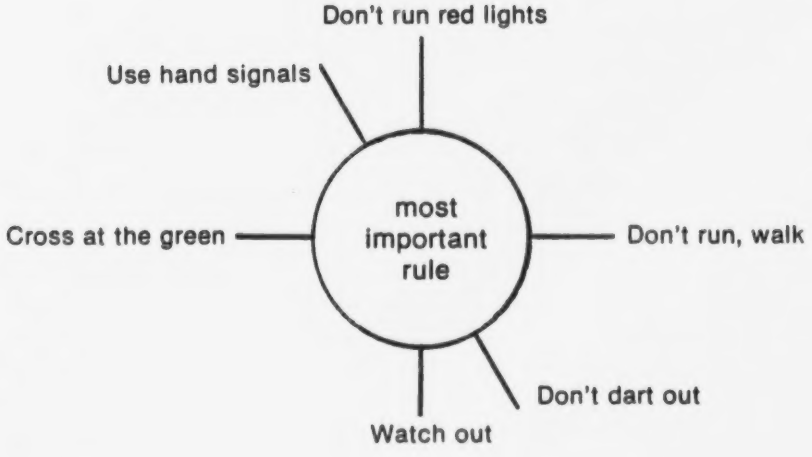
    - *How do car chase scenes affect the audience? Why?*
    - *What are the usual consequences of a car chase?*
    - *If there is an accident, who is injured? Is it only the villains, or are innocent bystanders hurt?*
    - *Is the reason for the accident made clear?*
    - *What, if any, public service announcements deal with traffic safety?*

    *After the discussion in which students illustrate their ideas with references to specific broadcasts, develop a recording sheet which will indicate name of television program and name of student recorder. Sheets should include questions which would tabulate number of car chase scenes, number of accidents, specific traffic rules violated, consequences, and whether the total effect was positive or negative in supporting traffic safety.*

    *Ask students to fill out the form for a week's TV viewing, and return the forms to a committee who will tabulate the answers. For more thorough coverage, assign volunteers to specific programs or channels. Have the tabulating committee present their report to the class. Students may then write a conclusion, using the data to support their opinion. Follow-up may include panel discussion to further explore the topic or to make recommendations for raising traffic-safety consciousness related to television viewing.*

12. This activity can be used to prepare word puzzles or to brainstorm traffic safety rules for comparison with rules listed in teacher background.

*Demonstrate how to brainstorm a word by using a semantic web and inviting the students to free-associate to come up with words, e.g.,*



## Early Childhood Strategies

Play the game "Red Light" with the students, to give them an idea of what the commands "Stop" and "Go" mean. The leader of the game plays with back to the other students. When the leader says "Green Light," the rest of the class is free to move towards the leader. As soon as the leader says "Red Light," the class must stop any movement. As the command "Red Light" is given, the leader quickly turns to face the class and eliminates any students who have not obeyed the command and are still in motion.

Take the children for a walk around the school grounds. Point out the curb, the sidewalk, the street, a traffic light. Ask the children what they think they must do to cross the street safely. (Elicit ideas such as waiting at the curb, looking both ways, listening for cars, etc.)

In the classroom, arrange chairs to simulate an intersection. Gradually develop and expand a simulation game of safely crossing the street. Choose three children to roleplay different-colored traffic lights — red, yellow, and green. Give each child a circle of the appropriate color to hold behind her or him until called upon to display it to the class. The teacher (and later, a child roleplaying the teacher) calls out "Red Light" and points to the red traffic light. That child holds up his or her sign. The class responds to the sight of the red circle with "Stop, don't cross." The child who has been chosen to act the role of the pedestrian demonstrates a full and careful stop. The teacher does the same calling out for "Yellow Light" and "Green Light." To the yellow, the class choruses "Wait" and child pedestrian number 2 demonstrates accordingly. To "Green Light," the class responds "Look both ways and cross." Child pedestrian number 3 acts out the instructions of the class.

Roles can be rotated until enough children have demonstrated the process correctly. Reinforce at different times until the concepts have been experienced by all the students in the class. The teacher may elect to ask questions such as the following:

| Question | Answer |
|---|---|
| "If there is a green light, why do we have to look both ways? | "Because some cars might not stop."<br>"Or a car might be coming the wrong way." |
| "How should we use our ears to help?" | "To listen for cars and trucks coming closer." (Children may demonstrate sound of traffic from soft to loud.) |

Repeat the same procedure with "Walk" and "Dont Walk" signals, substituting signs for the placard lights in the simulation game. When the class is ready, add two more children to the traffic light role players, to carry "Walk" and "Dont Walk" signs. At the command "Red Light," the "Dont Walk" sign goes up and is held up through the "Yellow Light." The "Walk" sign goes up after the command "Green Light."

Show a picture of a model of a traffic light. Elicit from students the correct placement of the colors on the traffic light.

- Can you cross when the light is yellow?
- Why?
- If the light is green can you just dash out into the street?
- Why not?
- Can a car turn on the green light?
- What should you do to avoid being hit by a turning car?

Provide a worksheet with large pictures of traffic lights, and ask the children to color the lights to match a teacher's sample. Later a large picture or model of a traffic light may be provided with slots constructed for "Walk" and "Dont Walk" signs. At the teacher's command of "Red Light," "Yellow Light," or "Green Light," children will select flash cards of either "Walk" or "Dont Walk" and place them in the appropriate slot.

Collect some old-fashioned wooden clothes pins; construction paper; red, yellow and green paint; plus a block of styrofoam for the base. Have students create traffic lights for use in the block corner.

Take the simulation game one step further to include the dangers of cars turning the corner, backing out of driveways, and crossing too closely in front of a large truck, so that the driver cannot see you.

Another area which may be added to simulation activities is laying the groundwork for driver safety and education by instruction in bicycle safety. The same model—the simulation game— may be played, with children carrying pictures of bicycles while other children roleplay pedestrians. Concepts which could be stressed are:

- Bicycles should not be ridden in the street until children are 12 years or older.
- As bicycle riders, they yield to pedestrians. They should watch out for pedestrians, since their bicycles can injure other people.
- Bicycles should be walked across busy intersections, observing the same traffic rules taught in the first simulation.

Roleplay for cyclists should also stress courteous behavior to adults and fellow children pedestrians.

As a follow-up to teaching courtesy as bicycle riders, teacher may ask questions about the dangers from older bicyclists who are riding in the street.

| Question | Answer |
|---|---|
| "Do we have to watch out for bicycles at intersections? Why?" | "Bicycles may also run red lights." |
| "Can our ears help to protect us from bicycles?" | "Bicycles are especially dangerous because they are almost silent." |

In a corner of the room, set up chairs to simulate a car. Use material with velcro snaps or actual seat-belt buckles over the chairs so that children can demonstrate fastening seat belts as part of an imaginary car trip. Teach the jingle:

"When you're riding in a car
Fasten the seat belt where you are
Buckle up — firm and tight
Travel safe — travel right."

Chairs may be added to form a bus, with the children pantomiming appropriate behavior on a bus. Stress the need for quiet behavior with such questions as:

"If you were a bus driver, how would you want the children to behave?"

"What might happen if the bus is too noisy for the driver to hear outside traffic noises?"

Simulate a school bus trip. Have the children explain what they are doing as they drive the bus (stopping for a red light, crossing at a green light, stopping for a child who is not looking, etc.). The children who are passengers should be talking quietly enough so that those who are watching the performance can hear what the "driver" is saying. Children may also recite:

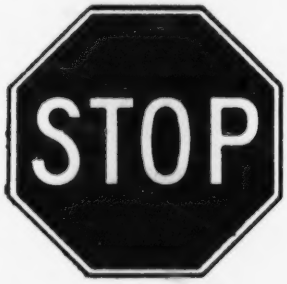
"When you're going for a ride
Heads and hands should stay inside.
Follow safety rules with pride."

Tell the children stories that illustrate the action to be taken when approaching a street crossing. Do not finish the stories, but allow the children to supply the endings themselves.

Review other signs and their meaning on a walk around the school. A yield sign shows drivers they must slow down to join with other cars.

What is this sign?

What should you do?




What does this sign mean?

All the rules applied in the expanded simulation games should be constantly reinforced on class trips and by questions when children play in the block corners with toy cars and trucks and model figures, and through discussions with invited members of the school safety patrol and school crossing guards and with guest speakers from the police department.

Write a school letter to parents asking them to go over the "safe route to school" activity with their children.

# Student Activity Sheets
# and
# Expanded Teaching Strategies

The strategies and activity sheets are arranged from simple to more complex. There are picture activity sheets for early grades, several puzzles and games for the intermediate level and an activity sheet on Driving While Intoxicated directed towards high school students who drive or ride with friends who drive.

There are three kinds of materials in this guide: (1) Student Activity Sheets with an accompanying Expanded Teaching Strategy, (2) Student Activity Sheets which stand alone and can be used for motivational or follow-up activities and (3) Expanded Teaching Strategies which form the basis for a lesson suitable for several different levels.

## Expanded Teaching Strategy

### What Is the Safest Way to Cross the Street?

**Student Objectives:**

to become aware of safe ways to cross the street
to become aware of the basic rules for crossing the street

*Duplicate copies of Student Activity Sheet "What Is the Safest Way to Cross the Street?"*

*Ask students what they did to be sure they crossed the street safely on their way to school.*

*Distribute copies of the worksheet.*

*Direct the students' attention to picture #1.*

- *In picture #1, is the boy in danger? Why or why not? (He may dart out from between the cars to get the ball.)*

- *How should he get his ball?*

- *What might happen?*

- *In picture #2, what are the pedestrians doing wrong? (Standing in the street rather than waiting at the curb) The car might run the red light because one out of every ten drivers runs a red light. What should you do? (Watch Out! Don't cross until the car is stopped.)*

- *In picture #3, what danger are the people in? (They are not looking and the car may turn the corner.)*

- *Pictures 1, 2, 3 are the greatest cause of accidents.*

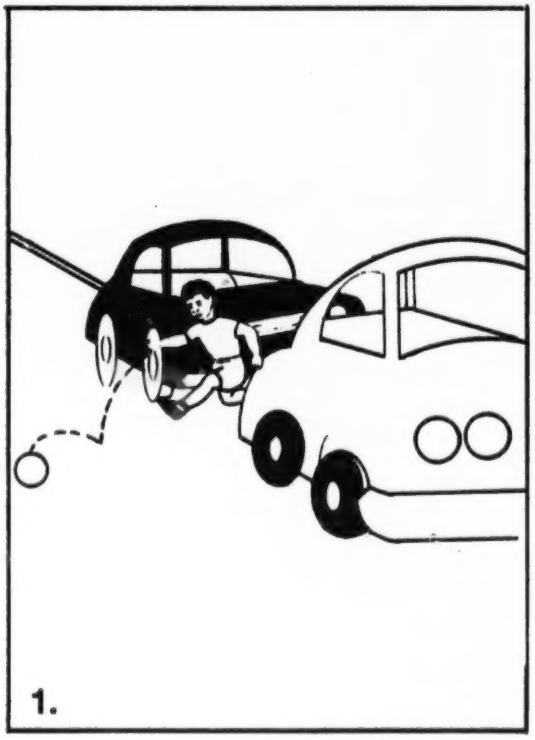
- *What danger do you see in picture #4? (The stroller is in the street while the child pushing it is on the curb. A car may hit the stroller.)*

*Ask the class to develop rules for safe crossing and write them on a chart or on the chalkboard, illustrating safe procedures.*

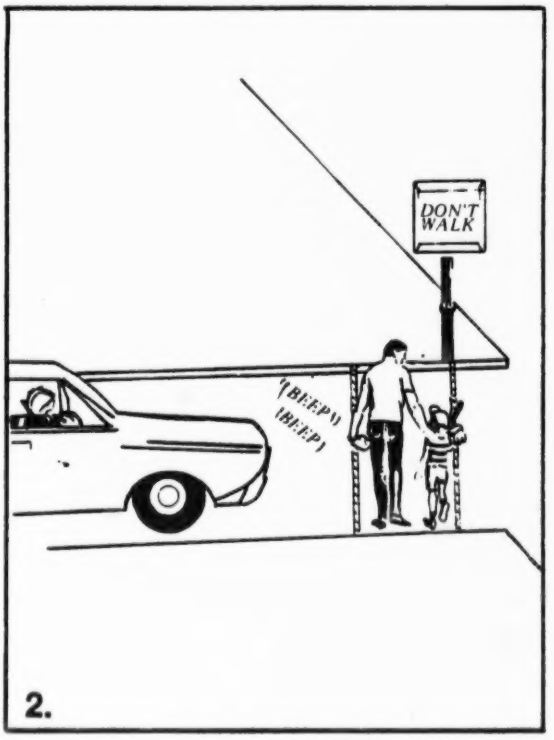
*Add new pictures drawn by the children on the follow-up activities. Have the children develop additional rules with accompanying pictures.*

## What Is the Safest Way to Cross the Street?

**Directions:** Look at pictures 1, 2, 3 and 4.



1.

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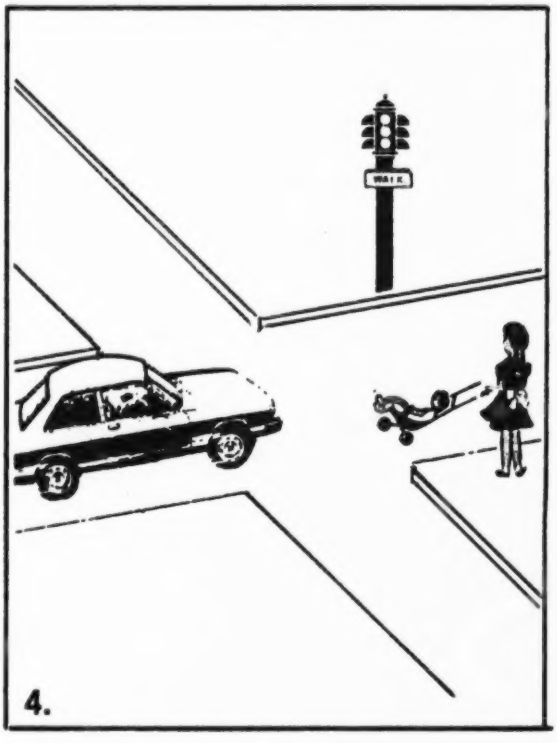



4.

## Expanded Teaching Strategy

### My Safest Route to School Map

**Student Objectives:**

to be able to draw the safest route from home to school

to be able to describe traffic controls and potential hazards

to become familiar with traffic signals, crossing guards and safety patrols

**Suggestions to Teacher:**

*If possible, take the class on a field trip to investigate street and traffic conditions in the school area. Consider taking a police officer or an adult crossing guard with you who can help to explain the factors to consider in choosing a safe route. Discuss the following:*

- *marked crosswalks*
- *unmarked crosswalks*
- *traffic signal lights*
- *pedestrian control devices, such as WALK and DONT WALK*
- *stop signs*
- *intersections where there are no controls*
- *sidewalks*
- *areas where there are no sidewalks*
- *one-way streets*
- *functions of police officers, adult crossing guards, and school safety patrols.*

**Additional Suggestions:**

*Tell the students that there are several possible routes between home and school.*

*Should they select the shortest route, or the one that is safest?*

*Should they select a busy intersection to save time or walk two extra blocks out of their way?*

*Should they try to find a friend to walk with to and from school?*

*Why is it safer to select one-way streets rather than cross streets with traffic that goes in both directions?*

*What is the role of a crossing guard?*

- *a police officer*
- *a member of the safety patrol*

*What should students do if the sidewalk is broken and they cannot walk on it? Why?*

*Where should children look before crossing the street?*

*Instruct students to watch for any vehicles that might possibly make a turn.*

# My Safest Route to School Map

**Directions:** You will need a ruler, pencil and crayons in assorted colors. Draw lines to indicate streets and any special areas such as parks, ponds, shopping malls. Draw a map of your neighborhood. After labeling streets, trace your safest route from home to school. Use instructions below to choose colors and shapes.

■ Home
□ School Building
● Traffic Signal/Red
● Stop Sign/Yellow
● Patrol/Black
● Police Officer/Blue
● Adult Guard/Green
▬ Recommended Route

| Intersections Where Protection is Provided for Schoolchildren | Locations of Special Danger (Street with heavy traffic, unguarded crossings, divided highways) |
|---|---|
| Crosswalks Painted: ---------- | ---------- |
| ---------- | ---------- |
| ---------- | ---------- |
| School, STOP or Warning Signs: ---------- | ---------- |
| ---------- | ---------- |
| ---------- | ---------- |
| ---------- | ---------- |
| ---------- | ---------- |

A Teacher's Guide to the Safest Route to School. American Automobile Association, 1979.

## Traffic Light Decisions

**Directions:** Read the following situations and answer the questions which follow them.

**A.** *You were late and in a hurry to get to school. When you reached the corner of the big street, there was a red light and you did not want to wait. You ran across the street and continued on your way to school.*

1. *Is there anything wrong with what you did? Explain.* _____

   _____

2. *How did you feel when you ran across the street when the traffic light was red?* ____

   _____

3. *What could have happened to you? To others?* _____

   _____

**B.** *Imagine that you are the driver of a car. You are late to work and in a hurry to get there. There is a green light in your direction. Out of the corner of your eye you see someone trying to cross the street against the light. Before you can stop, your car hits the person who had run across the street while the light was red for that person.*

1. *How do you feel? Why?* _____

   _____

2. *Are you angry with yourself for not being able to stop your car on time? Why? Why not?* _____

   _____

3. *Are you angry with the person who had crossed the street against the light? Why? Why not?* _____

   _____

**C.** *You are waiting at the corner to cross. The light changes to green. You start across the street. There is a car coming but you have the light and you are sure it will stop.*

1. *Are you in any danger? Why or why not?* _____

   _____

2. *One out of ten drivers ran a red light in New York City last year. Does that change your opinion? Why?* _____

   _____

3. *What can you do to protect yourself?* _____

   _____

**Follow-up Activity:** Write a slogan or a rule to help students remember to WATCH OUT for red light runners, or cars turning corners.

## Know Your Hand Signals

Bikers have to use hand signals just like car drivers.
Read the sentence in each box.
Draw the correct hand signal on the person.

Mary wants to make a right turn.

Bobby is going to turn left at the next corner.

Jill is going to stop at the red light.

Reprinted from American Automobile Association

## Expanded Teaching Strategy

### Complete the Maze

**Student Objectives:**

to learn shapes and colors of road signs

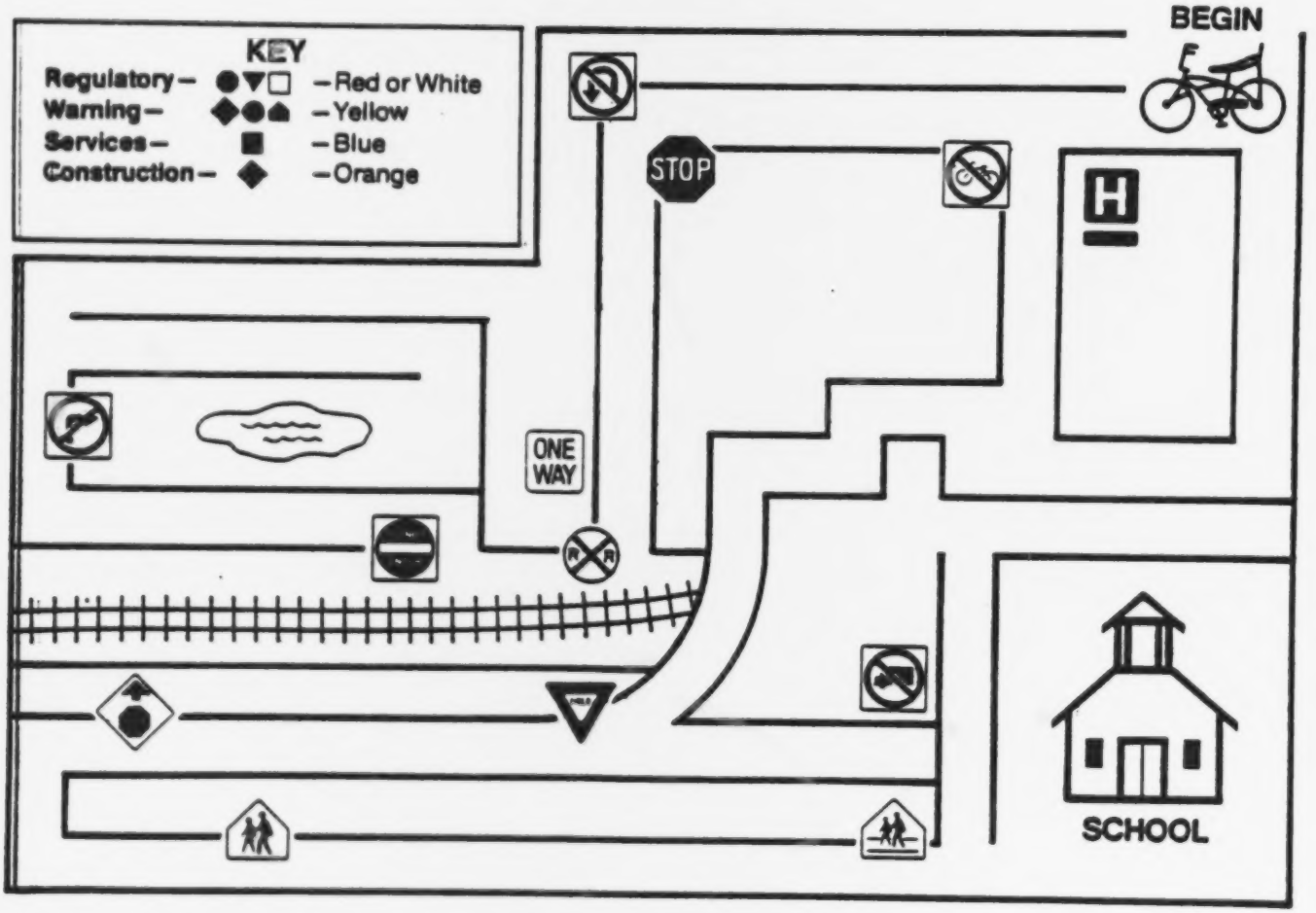
**Suggestions to Teacher:**

- *Prepare model or draw illustration of various signs, indicating color.*
- *Explain each category to students making sure they understand the difference between "regulatory" and "warning."*
- *Have students use the two words in sentences that give clues to the definitions in context.*
- *Discuss the round signs with a line drawn through them and explain that the line is used instead of the words "do not."*
- *Prepare sample signs using shapes and colors in the key. Have students identify category each sign represents.*
- *Discuss the danger of crossing railroad tracks.*
- *Review hand signals for bicycle riders using the accompanying sheet, if appropriate for student level. After students complete the maze, have a student "talk" through the route giving correct hand signals, e.g., "I see a _____ sign, I _____. I turn left (illustrating signal)." If student ignores a sign or misses a signal, another student takes over.*

## Complete the Maze

**Directions:** It is important to understand the information on road signs.

1. Use the key below to identify and learn the shape and color for each category.
2. Take a pencil and ride the bike through the maze to get to school safely.
3. Obey all signs.
4. Do not cross any railroad tracks.




#8828 Copyright 1982, American Automobile Association.

## Safety Rule Word Game

**Directions:** Read each sentence and fill in the missing word in the spaces provided. To help you the first letter of each word has been given. Note that some letters in each answer are circled.

1. Never accept a ride from a S__ __ ◯ __ __ __ __ __
2. Cross only at the C__ __ __ ◯ __ __ , not in the middle of the street.
3. Stand on the S__ __ __ __ __ __ __ __ until the light turns green.
4. If walking at night, wear something W__ ◯ __ ◯ __ .
5. Don't run out between P__ __ __ __ __ __ cars.
6. Look in all D__ __ __ ◯ __ __ __ __ __ ◯ before crossing the street.
7. If you are lost, try to find a P__ __ __ __ __ ◯ __ __ __ __ __ __ __ .
8. When it is snowing or raining, be extra C__ __ ◯ ◯ __ __ __ when crossing the street.
9. A C__ __ ◯ __ ◯ __ __ __ __ is a pair of white painted lines that tells you where to cross a street.
10. Watch out for motorists who disobey traffic S__ __ __ __ __ __ rules.

**Culminating Activity:**

*Now, using the circled letters above, find the hidden safety message:*

*C*__ __ __ __ __ *A*__ __ *T*__ __ __ *G*__ __ __ __ __

**Answer Key:**

Cross At The Green

## Expanded Teaching Strategy

### N.Y.C. Schoolchild Pedestrian Casualty Rate

*Ask the class:*

> *At what time of year do you think the rate of accidents involving cars and pedestrians is highest? Why?*

*Write answers on the chalkboard and stimulate thinking with additional questions if appropriate.*

> *Would warm weather or cold weather relate to higher numbers of accidents? Why?*
>
> *What kinds of accidents do you think happen most often?*
>
> *What is the definition of jaywalking?*

*At this point distribute copies of the graphs. Have students comment on how the class speculations compared with the graphs. Explain that the Department of Transportation includes in the definition of jaywalking not only crossing at midblock but also the following:*

> *Crossing against the signal.*
>
> *Crossing from in front or behind a parked car.*
>
> *Playing or walking in the street.*

*To aid in interpreting the graphs ask questions such as:*

> *In the 5-9 age group, which months did jaywalking cause more than half the accidents?*
>
> *For ages 10-14, which month had the highest number of jaywalking accidents?*
>
> *Find the percentage of jaywalking accidents for that month.*

*Another alternative is to write the statistics for a graph on the chalkboard and have students construct the bar graph.*

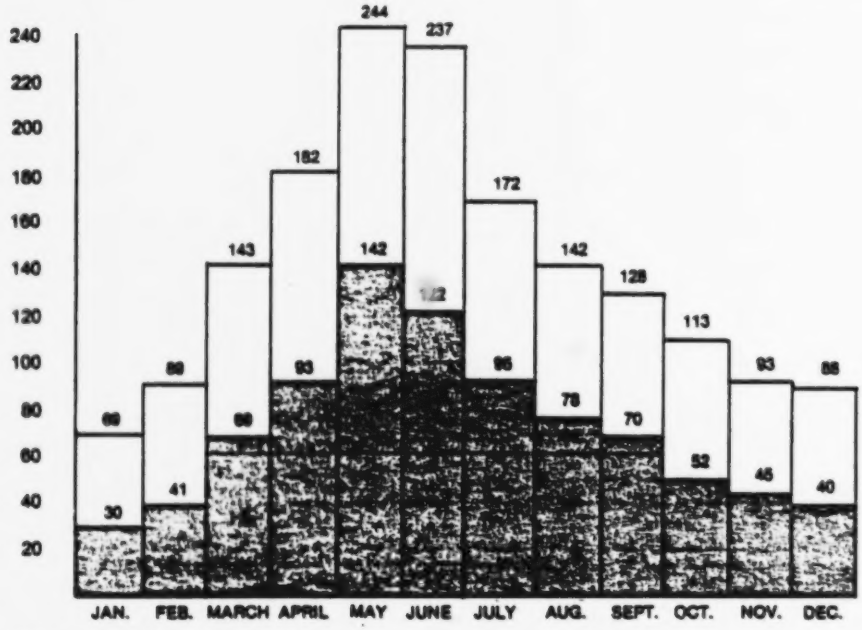
*In conclusion ask students what they can infer about the behavior of different age groups from the graphs and how they would use this information in a safety campaign.*

## N.Y.C. SCHOOLCHILD PEDESTRIAN CASUALTY RATE 1978 — 1982

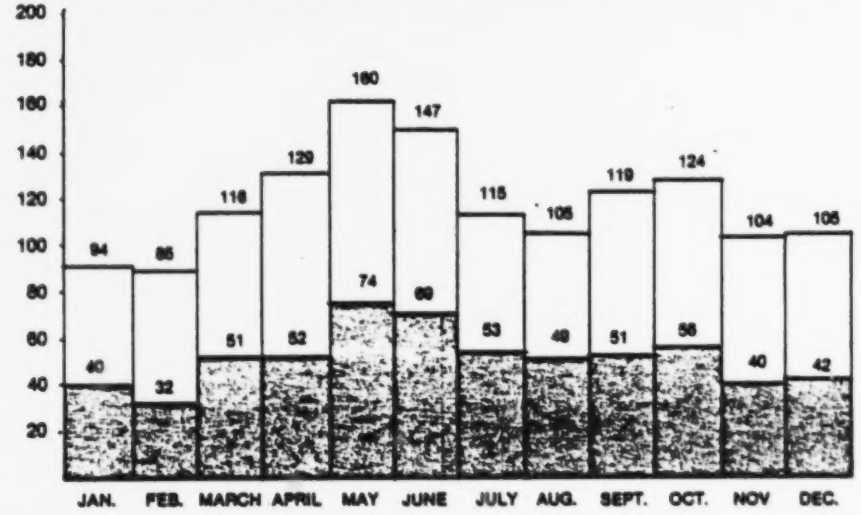
☐ Total

☐ Jaywalking

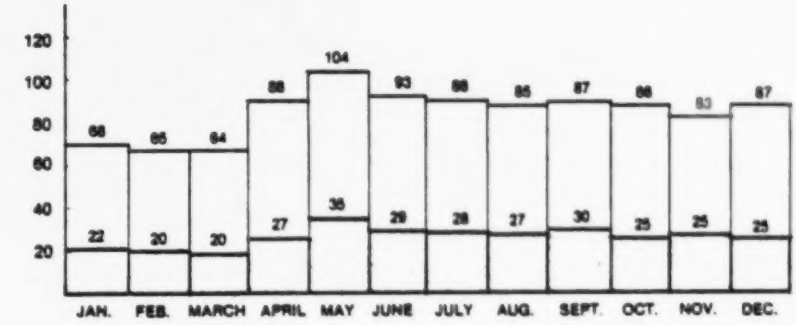
**Jaywalking includes:** crossing in midblock; crossing against the signal; crossing from in front of or behind a parked car; playing or working in the street.




Age 5-9




Age 10-14




Age 15-19



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## Make Up Your Own Hidden Word Puzzle

**Directions:** Find the hidden words in the puzzle below and circle them. Remember that the words are written either across, down, diagonally, forwards or backwards:

1.

| S | A | F | E | T | Y |  | S | T | L | E | B |
|---|---|---|---|---|---|---|---|---|---|---|---|
|  |  |  | K |  | I |  |  |  | A |  |  |
|  |  | R | A |  | E | R |  |  | W |  |  |
|  | A |  | R |  | L |  | E |  | S |  |  |
| P |  |  | B |  | D |  |  |  |  |  |  |
|  | G | A | S | O | L | I | N | E |  |  |  |

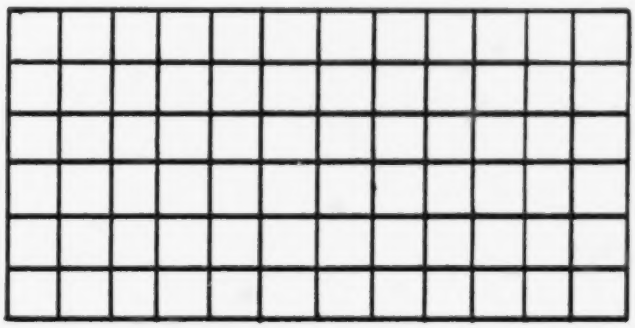
2. Now you are ready to make your own.

   a. *Select a partner to work with.*

   b. *Brainstorm a word connected with safety, e.g.,* traffic signs, accidents, bicycles, *driving or any other safety-related word.*

   c. *You will need at least 10 words on a separate sheet of paper.*

   d. *Fill in the grid below to create your own puzzle.*



3. Trade with another group and let them figure out the answers!

*Traffic Safety Teacher's Guide for Junior High*, 1982-1983. American Automobile Association.

## Keep the Time: Safety Rhyme

**Directions:** Here are some limericks about safety. Read and enjoy them.

1. Running out from behind a parked car
   Often gets you a bruise and a scar.
   It is better to cross
   At the corner of course,
   And you'll get there much safer by far.

2. Look both ways before crossing the street
   At all corners where streets have to meet.
   Car horns won't blare
   And you won't get a scare
   To get home in good time for a treat.

3. Now this young lady named Maureen
   Crossed on the green, not in between
   'Tis said she was sage
   Which accounts for her age
   She's now ninety and very serene.

4. Rules of safety are things you should know
   To keep yourself safe during sun, rain or snow.
   At corners you'll cross
   If you want to stay "boss"
   Over bikes, cars and things on the go.

What's the message in all of the above limericks?_____

Which specific traffic safety rules are mentioned?_____

_____

Now complete these limerick starters. Remember that in a limerick the rhyme scheme is: aa bb a. The first two lines have been done for you.

There was a young person named Fred

Who ignored a light that was red

_____

_____

_____

There was a young girl of thirteen

Who always crossed at the green

_____

_____

_____

"Stop, look and listen" is a good rule

Especially if you think you're cool

_____

_____

_____

Now write your own.

_____

_____

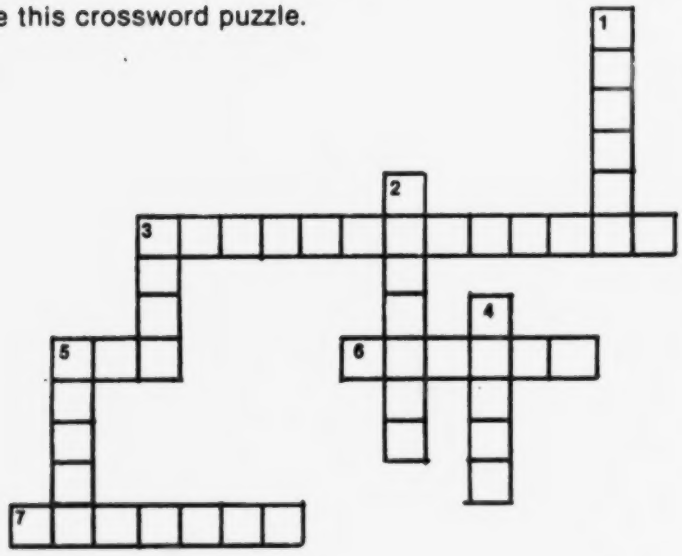
_____

_____

_____

## Safety Cross

**Directions:** Solve this crossword puzzle.




**CLUES**

**Across**

3. This person regulates traffic to help kids get to school safely.
5. Large vehicle in which some students ride to school
6. Stands at corners and wears a belt over the right shoulder
7. Drives a large vehicle with many wheels.

**Down**

1. Another name for a pedestrian
2. Four-legged creatures that may also use roads
3. Another name for automobiles
4. Form of transportation that travels on a track and may cross a road
5. Another name for a cyclist

Across
3. crossing guard
5. bus
6. patrol
7. trucker

Down
1. walker
2. animals
3. cars
4. train
5. biker

*Traffic Safety Teacher's Guide for Grades 4-6*, 1982-1983. Automobile Club of New York Headquarters, American Automobile Association.

## Expanded Teaching Strategy

### Getting There Safely

**Student Objectives:**

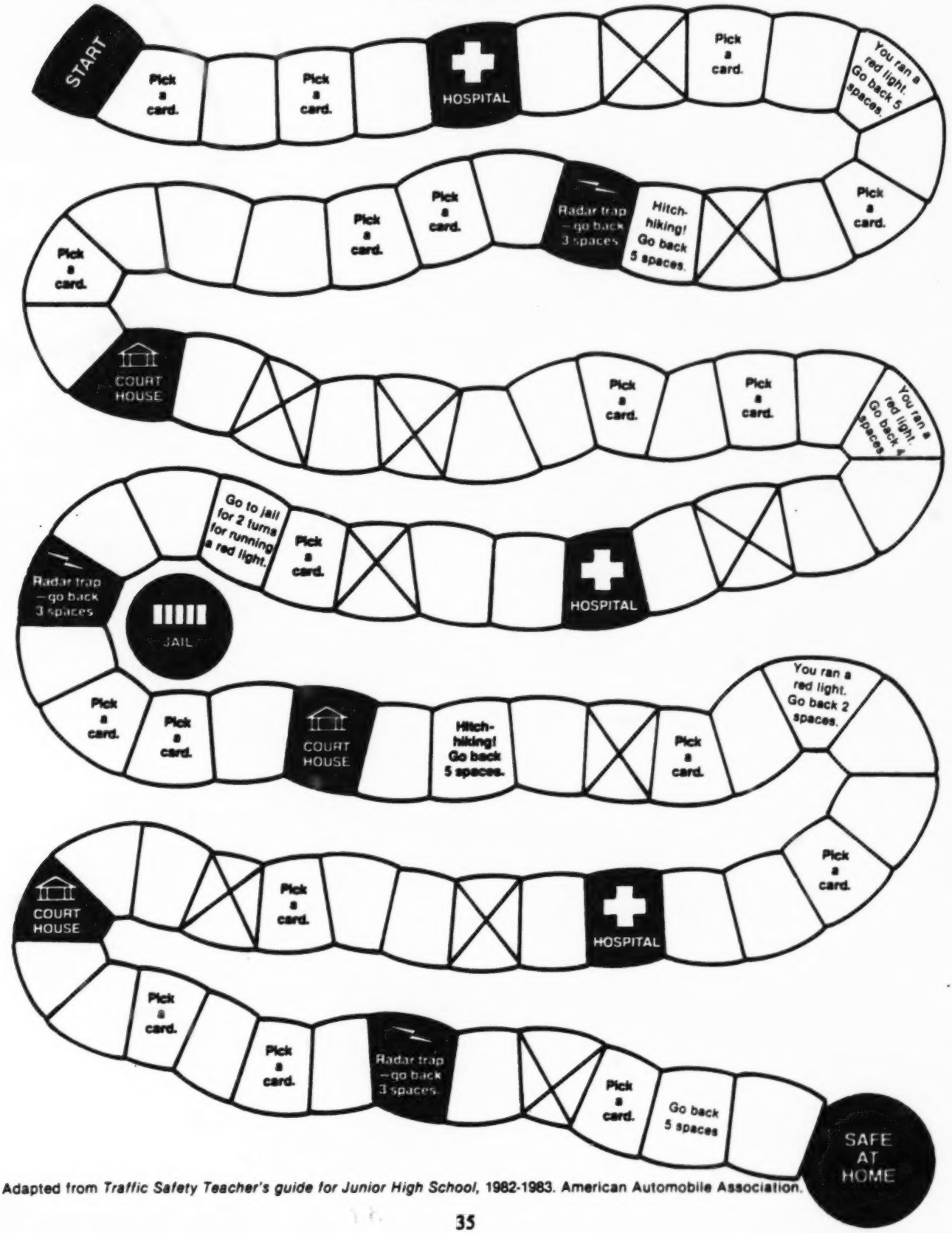
to reinforce understanding of safe driving rules
to reinforce understanding of pedestrian safety

**Suggestions to Teacher:**

1. *Reproduce gameboard.*
2. *Make up a stack of index cards to be used by the game players.*
3. *Ask the students for suggestions for the cars, e.g.,*
   a. *You just went through a red light. Go back five spaces.*
   b. *You were speeding. Go back four spaces.*
   c. *You did not stop at a*

*sign. Go to the nearest courthouse.*
   d. *You crossed in the middle of the street. Go back to the nearest space marked with an X.*
   e. *You walked on a DONT WALK signal. Go back three spaces.*
   f. *You turned on a red light. Go to jail.*
4. *Construct a card with six spaces and attach a handmade arrow out of cardboard in the center and attach with a brass fastener to enable it to spin freely.*
5. *Provide small toy cars or buttons for playing pieces.*
6. *General rules:*
   a. *Each player begins at the Start space.*
   b. *Players take consecutive turns and move the number of spaces indicated.*
   c. *When a player lands on a "Pick a Card" space, he/she draws the top card on the pile and moves as directed by the card.*
   d. *If a player lands on a space already occupied by another player, he/she must move back one space.*
   e. *When a player lands on a space with marked instructions, they must be followed.*
   f. *If a player lands on a space marked "X," he/she must move back one space.*
   g. *If a player goes to jail he/she loses two turns.*
   h. *The first player to reach Home on an exact spin wins.*
7. *Now set up teams with two to four players and PLAY.*
8. *The students may wish to design their own gameboard.*

# Getting There Safely

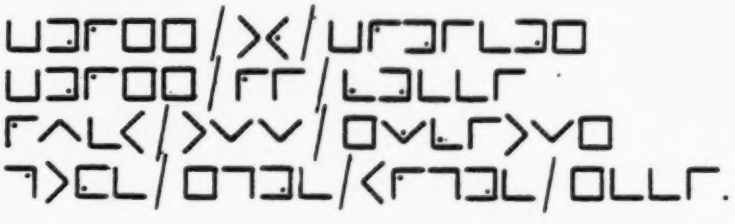


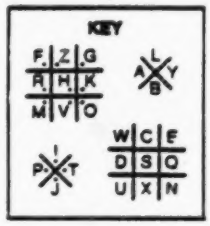

Adapted from *Traffic Safety Teacher's guide for Junior High School*, 1982-1983. American Automobile Association.

## Street Crossing Cipher

- *What do you do when you want to send a letter containing a secret message to someone?*
- *How do you go about solving a cipher?*
- *What must you have?*

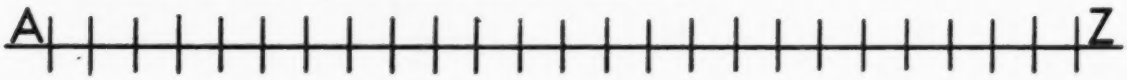
**Directions:** The code below was used to send secret messages during the Civil War. Two tic-tac-toe patterns and two "X" patterns are used. One tic-tac-toe pattern and one "X" pattern have dots in them. Can you decode the secret crossing message?






**Game Plan:**

1. Write out the complete alphabet below from A to Z.




2. Look at this diagram taken from the key


3. Which shape is "A" bounded by? Enter this under the letter "A" on your alphabet chart.

4. Which shape is "B" bounded by? Enter this shape so now your chart looks like this:


5. Fill in the shapes under the letters "L" and "Y."

6. Complete the alphabet now using the rest of the figures in the key.

7. Note that the "/" (slash mark) indicates the end of a word.

8. EUREKA! The secret crossing messages are:

   a. _____

   b. _____

   c. _____

   d. _____

Answer Key: Cross at corners  Cross on green  Obey all signals  Make sure you're seen

Adapted from *Traffic Safety Teacher's Guide for Grades 4-6*, 1982-1983. American Automobile Association.

## Expanded Teaching Strategy

### Little Kids, Big Fines

**Materials:** Duplicate copy of article "Little Kids, Big Fines"

What are the most important bicycle safety rules?

How should bike riding rules be enforced?

This is what happened in New Jersey.

- Distribute copies of article and ask the students to read it.

What message did Phil deliver to the mayor and borough council?

If the offender is under seven what court does he go to? Over seven?

How are the fines set? Does the judge have the power to reduce the fine for a young offender)?

Do you agree with Frankie's suggestion for community service? What do you think would be appropriate?

According to Mrs. Davey what will the kids learn?

What was the old system?

What loopholes in the law did parents and kids find? How do you feel about this?

Should young bicyclists be fined for traffic violations? Who should pay? Parent? Or child?

From your own personal observations, what are the worst offenses? Incidentally, why are bikes called "silent hazards"?

How old should a bicyclist be to be judged by adult standards?

What considerations should kids get?

Where can a young child safely learn to ride a bicycle?

Debate the following:

- New York City should or should not judge juvenile offenders by the same standards as adult offenders.

# Little Kids, Big Fines

## Bicyclists Face Strict Jersey Law

By WILLIAM E. GEIST

Special to The New York Times

Roselle Park, N.J., Sept. 26—When, in the course of human events, a kid rolls through a stop sign on his bike, "excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment."

Phil Solomine, 11 years old, had mustered all of his courage, combed his hair and put on pants with even the knees clean to deliver this message to the mayor and borough council.

The large audience at the regular weekly council meeting responded with a resounding ovation. The boy had recently received a traffic ticket for failure to obey a stop sign while riding his bicycle, an offense that now carries a $60 fine, the same as for a motorist, under a new state law.

He is one of about 20 young bicycle riders in this suburb and hundreds throughout the state who have received summonses for violations ranging from riding on the wrong side of the street to riding on the handle bars of a friend's bike.

There is growing public outcry in the communities where police are carrying out the new law. The law provides that junveniles 7 years old and above who are accused of violating motor vehicle laws shall no longe appear in county juvenile courts. Instead, they must appear in municipal courts, as do adults.

The judges say that fines are set by state law and cannot be reduced for the young offenders.

The law also applies to juvenile pedestrians and moped riders. In addition, it provides that points may be assessed toward revocation or suspension of driver's licenses. The points accumulate for three years, "meaning that some youths filing for a moped license when they are 15 years old or a driver's license when they are 17 may have accumulated too many points to get it," according to Anthony Parenti, president of the New Jersey Traffic Officers Association.

"They should give a kid a break" 10-year-old Joey Gural told the Roselle Park council. He and his twin brother, Frankie, were given tickets for running a stop sign and both face $60 fines. The tickets order them to appear in court at 9:30 A.M. Wednesday morning, which would mean missing school. The tickets charge the two boys with violating Title 39: 4-144 of the motor vehicle code and read: "Date of Birth, 7/73; Sex, M; Make of Vehicle: Huffy."

"You should lower the prices," Frankie told the council. "Us 10-year-olds can't afford $60." The two boys, incidentally, deny the charges.

Frankie calculates that it would take 10 months of his allowance to pay the fine, and suggests some form of community service instead,such as cleaning up litter.

Jimmy Geoghegan, 12 years old, told the council that it would take half of all the money he earned delivering newspapers this summer to pay the fine. His father, John, said he was shocked that the fine was so high, considering his son "didn't even give the policeman any lip."

Mr. Gural said he will not pay his sons' fines. Mrs. Gural added that they don't have the $120 anyway. "It's the kids' fine," Mr. Gural said. "There should be some penalty that they can relate to."

Another parent, Kathleen Davey told the council, "Parents will have to pay these fines, and all the kids will learn is that their parents can get them out of trouble."

Mr. Gural, who was raised here, wonders why police don't go back to the old system of confiscating for a period of time the bicycles of children disobeying the law and having them come to police headquarters with their parents to get them back.

Mr. Gural has put his sons' bicycles in the basement for the time being, which Joey described as "the worst part of the whole thing."

The crackdown has sent shock waves, if you will, through the bicycling community. "I'm afraid to ride my bike," said Phil Solomine. "They might put me in jail."

Joey Gural said: "I heard you have to ride the exact speed limit. I can't do that."

His older brother, Anthony, said "My career is over." He said a policman told him all the bicycle stunts for which he was known on the block were considered reckless driving: wheelies, reverse wheelies, the bunny hop, kick outs, the bronco and all the rest.

Some municipal police departments in the state are actively enforcing the new law and some are not.

"I have a problem with it," said Joseph Delaney, the Paramus police chief. "I think we're getting into over-regulation. I don't like the idea of stiff fines for young kids."

• •

Meanwhile, parents and children here were busy looking for loopholes. Finding that the new law does not apply to bicycles with seats lower than 25 inches, they could be seen this week on sidewalks and in driveways with their yard sticks, pushing down their bike seats, even letting air out of the tires if need be.

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## Expanded Teaching Strategy

### Stopping Traffic Offenses

*One of this year's traffic safety slogan bumper stickers is:*

*People Who Run Red Lights Must Be Stopped!*

*Show the students the bumper sticker or place on chalkboard.*

- *How can you go about doing this?*
- *If you had the power to fine red light offenders what fine would you impose on:*
  1. *first offenders?*
  2. *second offenders?*
  3. *repeat offenders?*
- *Would you ever send a driver who violated the red light rules to jail? Explain.*
- *Under what circumstances would you suspend a motorist's driving license?*
- *Under what circumstances would you revoke a motorist's driving license?*

*Write the penalties of the new law on the chalkboard:*

| *The new minimum penalties are:* | *The new maximum penalties are:* |
|---|---|
| *$50 for a first offense* | *$100 for a first offense* |
| *$100 for a second offense* | *$250 for a second offense* |
| *$250 for a third offense* | *$350 for a third offense* |

*Moving violations points are recorded on the driver's license.*

- *Have the class discuss how their projected fines compare with the actual fines.*
- *What special traffic problems do we have in New York City that other areas of the country don't have? Brainstorm this using semantic webbing.*

*Have students:*

- *Roleplay a scene in which a motorist is stopped by a police officer for running a red light.*
- *Present a report from an article on proposed legislation for traffic safety.*
- *Simulate the enactment of legislation for traffic safety.*

## Expanded Teaching Strategy

### Do You Know?

*Place this statement on the chalkboard:*

. . . In 1981, one out of ten motorists ran a red light.

*Read or have a volunteer read this to the class and ask:*

- *Why do some drivers run a red light?*
- *What fine should be imposed on drivers who run red lights? Would you increase the fines for additional offenses?*
- *When would you send a driver to jail?*
- *Would you ever suspend a driver's license for running a red light?*
- *Would you take the license away forever?*
- *How would you re-educate a driver who runs red lights?*
- *Should the driver have to take another driving test?*

- *If you were in a position to control traffic offenses, what would you do to cut the number of traffic injuries?*

- *How can we convince drivers about the importance of obeying traffic signals?*

- *Place this statement on the chalkboard and ask:*

*A study of high accident intersections shows that three types of pedestrian accidents account for 77% of all pedestrian accidents in New York City.*

*Ask the class to speculate on which types they think constitute the 77%, and give their reasons. Then supply the answers.*

*Dart out — person emerges from front or behind a parked vehicle.*

*Intersection Dash — person runs across intersection; is not seen by vehicle is stuck.*

*Vehicle Turn Merge — driver concentrating upon turn or merge fails to see pedestrian (e.g., when driver turns right on red). Note that it is illegal to turn right on a red light unless it is specified.*

- *How can we convince pedestrians about the importance of obeying traffic signals?*

*Why do we have to convince drivers and pedestrians alike?*

## Expanded Teaching Strategy

### What Do You Know About D.W.I.?

**Student Objectives:**

to check one's basic information about driving while intoxicated

**Suggestions to Teacher:**

*You might question students on various courses of action. For example:*

> *If you think drunk driving is wrong and dangerous, why would you ride home with a driver who's intoxicated?*

*Ask students how they would answer someone who says "I have been drinking and driving for years and nothing has ever happened to me."*

*You might also use the chart below to explain how the chances of being involved in an accident increase as the alcohol level in the blood increases.*

> *The increased accident risk begins before drivers are impaired or intoxicated.*
>
> - *—At .04% BAC (Blood Alcohol Concentration), chances of an accident increase.*
> - *—At .06% BAC, the legal limit for impaired driving, chances of an accident double.*
> - *—At .10% BAC, chances of an accident are 6 times greater.*
> - *—At .16% BAC, chances of an accident are 25 times greater than when sober.*
>
> *Information on BAC and accident risk was taken from a study that included all drivers—young, old, and in between. Do young people assume more risk when they drive.*

*You might also ask students to assess whether or not they would take any action in a driving-while-intoxicated situation if it involved:*

> *themselves*
> *a family member*
> *a close friend*
> *an acquaintance*
> *a guest at a party*
> *a stranger (male/female)*

*Students could then be divided into groups to come up with specific situations and various courses of action which could be taken.*

New York State Education Department. *Alcohol Education: A Teacher's Curriculum Guide for Grades 7-12*, 1976, p. 89.

## What Do You Know About D.W.I.?

## (Driving While Intoxicated)

**Directions:** Place a check on the blank to the right of each statement under the word agree, unsure, or disagree indicating your feeling about the statement

**Activity:**

| | | AGREE | UNSURE | DISAGREE |
|---|---|---|---|---|
| 1. | Driving after drinking is a dangerous practice. | _____ | _____ | _____ |
| 2. | It is dangerous to ride with a driver who has had a few drinks. | _____ | _____ | _____ |
| 3. | Some drivers are more competent after a drink or two than other drivers who have not consumed any alcohol. | _____ | _____ | _____ |
| 4. | Most people can actually drink quite a bit (3-5 drinks) and still drive just as safely as without drinking. | _____ | _____ | _____ |
| 5. | A drink or two helps people to drive better because it relaxes them. | _____ | _____ | _____ |
| 6. | If your best friend is about to drive when he's drunk, that's his business. | _____ | _____ | _____ |
| 7. | Persons convicted of drunken driving should be given a jail sentence. | _____ | _____ | _____ |
| 8. | Police should arbitrarily check every fifth driver for intoxication as a deterrant to drinking and driving. | | | |

Choose any statement(s) about which you were unsure and explain your reasons. _____

_____

_____

_____

_____

What information would help you decide how you felt? _____

_____

_____

_____

_____

# Evaluation Survey

Name: _____ Position: _____

School: _____ Subject Area and/or Grade Level: _____

*In order to plan for revising and extending the development of curriculum in traffic safety education, it is crucial that we receive your responses to the material you have tried in your classrooms. Please fill out the questionnaire and return to:*

Alaire Mitchell
131 Livingston Street — Room 617
Brooklyn, New York 11201

1. Which activities did you use? _____
2. Which activities were most successful? _____
3. What changes would you suggest for activities which need improvement? _____
4. What additional topics should be included? _____
5. Which topics should be deleted? _____
6. Were the teacher notes helpful? Please explain. _____
7. Do you feel teachers need special training to use this booklet? If so, what type of training would you suggest? _____
8. Is there sufficient balance of activities for the various levels and subject areas? Please explain.
9. What are the major strengths and weaknesses of this booklet? _____
10. Additional Comments. _____

*We would also appreciate reports of action projects you used or other traffic safety education related activities you have developed for possible inclusion in future publications.*